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ABSTRACT

A questionnaire survey of student attitudes toward correspondence study at three of five four year colleges in the state of Washington, conducted by the Office of Institutional Education Research of the University of Washington, using a format similar to its study of faculty attitudes in 1968, brought a response of 50% , which was augmented by a telephone followup of 50 nonrespondents. It was found that the three participating schools did not serve the same clientele. Demographically, Eastern Washington State College students were older, more apt to be female, married, and possess more formal education than students from Central Washington State College and the University of Washington. The institutions tended to serve students who lived near them. High proportions of the Central State college and the state university were primary and secondary school teachers. The most general shortcoming of the correspondence courses was felt to be lack of contact with faculty and other students. Perhaps this and the restriction on the number of credits a student could earn through correspondence were the reasons that students limit themselves to 1-3 correspondence courses. Advantages were home study and lack of family and job disruptions by schooling. (26 tables and the questionnaire used in the study are included.) (DM)

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UNIVERSITY OF WASHINGTON
Office of Institutional Educational Research*

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# CORRESPONDENCE STUDY: STUDENT EVALUATION

## PHASE II, PART 1 OF THE STATE-WIDE CORRESPONDENCE STUDY

## I. SUMMARY

*In early January 1969 three of the five state institutions (the University of Washington, Central Washington State College, and Eastern Washington State College) authorized the Office of Institutional Educational Research to conduct a survey of student attitudes towards correspondence study. The questionnaire suggested by the Institute for Sociological Research (ISR: 66-98, 1966) was to be used as the basis for the survey instrument.*

*The final design of the questionnaire was approved by the participating institutions and it was mailed to students in the summer of 1969. A follow-up resulted in an eventual return of 50 per cent of the questionnaires. A telephone follow-up was then conducted. Fifty non-respondents were contacted. The majority (54 per cent) had no intention of completing their courses and did not bother to return their questionnaires. The remainder did not differ significantly from those who had responded by mail.*

*Generally speaking, the students from Eastern differed significantly from those from Central and the U of W. The three participating institutions, then, do not serve the same clientele. Demographically, students from Eastern were older, more apt to be female, had higher levels of formal educational training, and were more likely to be married than were students from Central and the U of W. Institutions tend to "service students" who live near the institution. High proportions of students from Eastern and Central were teachers at the primary and secondary levels.*

*The most general shortcoming of correspondence courses was lack of contact with faculty and other students. Perhaps it is for this reason and the general limitations on the number of correspondence credits acceptable to four-year institutions that correspondence students limit the number of courses they take to 1-3.*

*The greatest advantages were the ability to take courses at home and the absence of disruption of family and job responsibilities.*

*A second report on the content analysis of the non-structured items will be forthcoming shortly.*

AC 008626

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*Dr. James K. Morishima, Director

## II. INTRODUCTION

On 1 November, 1968, the University of Washington's Office of Institutional Educational Research submitted a final report on the measurement of faculty attitudes towards correspondence study (Morishima, Schott, and Micek, 1968). That study explored the attitudes of faculty members towards teaching by correspondence at Central Washington State College, Eastern Washington State College, the University of Washington, and Washington State University.

In late December 1968 a meeting with the directors of correspondence divisions in the state schools was held to discuss the results of Phase I. The parameters of a Phase II Study - Student attitudes - were explored. The consensus was that the measurement of student attitudes should be implemented utilizing ISR:66-98 (1966) as the basis for a questionnaire. By late January, verbal commitments were made on the estimates for the project. It was felt that the costs for Phase II would not exceed the cost estimates originally submitted for Phase I.

The questionnaire had gone through five drafts by early April 1969 and the final version was approved by mid-June. In the first week of July, a questionnaire for each institution was ready for the printer.

The questionnaires were distributed by the participating institutions. The follow-up mailings to non-respondents were conducted by this office. Appendix A presents a copy of the questionnaire.

## III. RESULTS

Approximately 50 per cent of the students polled responded to the questionnaire. Because of the low response rate, a telephone follow-up of non-respondents was deemed necessary and non-respondents from Washington were contacted by telephone. Through this technique, 50 non-respondents were contacted. The majority (54 per cent) had no intention of completing their

courses and consequently did not return their questionnaires. The remainder did not differ significantly from those who had responded by mail.

A. BIOGRAPHICAL INFORMATION

It will be recalled that the attitudes of faculty members from the various institutions did not differ from institution to institution. This result was not replicated in Phase II with students. The three participating institutions do not serve the same clientele and the demographic data differ from institution to institution. Generally, the U of W and Central are linked closely together on one extreme. Eastern is on the other.

1. Age

Table 1 presents the ages of the respondents. The data indicate that the U of W and Central serve roughly equivalent age groups. Eastern, on the other hand, serves a much older group perhaps due to a larger proportional representation by teachers.

TABLE 1
AGE DISTRIBUTION OF RESPONDENTS

| | U of W | | Central | | Eastern | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| Under 20 | 55 | 02.6 | 6 | 01.8 | | |
| 20-21 | 291 | 13.9 | 65 | 19.2 | 5 | 01.5 |
| 22-23 | 464 | 22.2 | 82 | 24.3 | 21 | 06.3 |
| 24-25 | 281 | 13.4 | 39 | 11.5 | 24 | 07.2 |
| 26-27 | 194 | 09.3 | 24 | 07.1 | 26 | 07.8 |
| 28-29 | 121 | 05.8 | 17 | 05.0 | 18 | 05.4 |
| 30-34 | 207 | 09.9 | 19 | 05.6 | 30 | 09.0 |
| 35-39 | 121 | 05.8 | 20 | 05.9 | 27 | 08.1 |
| 40-44 | 115 | 05.5 | 19 | 05.6 | 24 | 07.2 |
| 45 and over | 244 | 11.7 | 47 | 13.9 | 160 | 47.8 |
| TOTAL | 2093 | | 338 | | 335 | |

More than one-half of the U of W respondents (52 per cent) and the Central respondents (57 per cent) were 25 or younger. For Eastern, fewer than one-sixth of the respondents (15 per cent) were less than 26. At the other extreme, roughly one respondent in eight at the U of W and Central was 45 or older while nearly one-half of Eastern's respondents were that old.

2. Sex

Table 2 presents the sex distribution of the respondents. Here again, the institutions differed significantly from one another.

TABLE 2
SEX OF RESPONDENTS

| | U of W | | Central | | Eastern | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| Male | 1106 | 52.5 | 116 | 34.1 | 64 | 18.8 |
| Female | 996 | 47.3 | 224 | 65.9 | 275 | 80.9 |
| TOTAL | 2102 | | 340 | | 339 | |

The data presented in Table 2 are self-explanatory. Suffice it to say that the large proportions of females from Central and Eastern are a by-product of the fact that many of their students are elementary and secondary school teachers while most of the U of W's students are not.

3. Educational Achievement

Table 3 presents the levels of academic achievement of the respondents. To a certain extent, these responses are correlated with age. That is, younger people are less likely to have completed many years of education whereas older people are much more likely to have had college level experiences. Futhermore, the U of W seems to have had a larger military clientele, and this again undoubtedly increased the proportion of respondents who had but few years of formal educational training beyond high school.

TABLE 3
LAST YEAR OF EDUCATION COMPLETED

| | U of W | | Central | | Eastern | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| 12 | 296 | 14.2 | 14 | 04.1 | 6 | 01.8 |
| 13 | 234 | 11.2 | 14 | 04.1 | 6 | 01.8 |
| 14 | 334 | 16.0 | 45 | 13.3 | 11 | 03.3 |
| 15 | 313 | 15.0 | 82 | 24.2 | 36 | 10.8 |
| 16 | 481 | 23.1 | 107 | 31.6 | 126 | 37.6 |
| 17 or more | 425 | 20.4 | 77 | 22.7 | 150 | 44.8 |
| TOTAL | 2083 | | 339 | | 335 | |

Roughly one student in seven at the U of W had completed less than one year of college as contrasted to one in twenty-five at Central and one in fifty at Eastern. This result is not entirely surprising in view of the age distributions and the occupations (Table 6) of the respondents.

Approximately 40 per cent of the respondents from the U of W and Central had completed from 1-3 years of college as contrasted to 16 per cent at Eastern.

4. Marital Status

Table 4 again contains biographical data which differentiate between the institutions. In terms of marital status, U of W and Central respondents were roughly equivalent while Eastern had significantly more married or widowed respondents. To a certain extent, these results again correlate with age and occupation.

TABLE 4
MARITAL STATUS

| | U of W | | Central | | Eastern | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| Single | 782 | 37.2 | 118 | 34.8 | 42 | 12.3 |
| Married | 1196 | 56.9 | 209 | 61.7 | 262 | 76.8 |
| Divorced | 74 | 03.5 | 9 | 02.7 | 9 | 02.6 |
| Widowed | 31 | 01.5 | 2 | 00.6 | 25 | 07.3 |
| Separated | 19 | 00.9 | 1 | 00.3 | 2 | 00.6 |
| TOTAL | 5105 | | 339 | | 340 | |

5. Present Residence

Table 5 presents data on where respondents lived. It is obvious from the data that each institution tends to service an area which is in physical propinquity. That is, the U of W tends to serve the Seattle area (roughly 40 per cent), Central the central area of the state (roughly 25 per cent), and Eastern services the eastern area of the state plus Idaho and Montana (roughly 25 per cent).

TABLE 5
CITY OF RESIDENCE

| City | U of W | | Central | | Eastern | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| Seattle | 629 | 30.1 | 41 | 12.2 | 21 | 06.2 |
| Bellevue-Kirkland-Redmond | 97 | 04.6 | 12 | 03.6 | 11 | 03.3 |
| Tacoma | 77 | 03.7 | 21 | 06.3 | 13 | 03.9 |
| Spokane-Cheney | 20 | 01.0 | 5 | 01.5 | 47 | 13.9 |
| Olympia | 35 | 01.7 | 13 | 03.9 | 11 | 03.3 |
| Yakima | 9 | 00.4 | 24 | 07.2 | 16 | 04.7 |
| Auburn-Kent | 33 | 01.6 | 6 | 01.8 | 5 | 01.5 |
| Ellensburg | 7 | 00.3 | 36 | 10.8 | 1 | 00.3 |
| Edmonds-Lynnwood-Montlake Terrace | 40 | 01.9 | - | - | 2 | 00.6 |
| Pasco-Richland-Kennewick | 11 | 00.5 | 13 | 03.9 | 14 | 04.1 |
| Bremerton | 23 | 01.1 | 7 | 02.1 | 1 | 00.3 |
| Everett | 22 | 01.1 | 4 | 01.2 | 1 | 00.3 |
| Kelso-Longview | 11 | 00.5 | 6 | 01.8 | 10 | 03.0 |
| Aberdeen-Hoquiam | 9 | 00.4 | 12 | 03.6 | - | - |
| Port Angeles | 16 | 00.8 | 2 | 00.6 | 1 | 00.3 |
| Vancouver | 10 | 00.5 | 5 | 01.5 | 4 | 01.2 |
| Wenatchee | 6 | 00.3 | 8 | 02.4 | 4 | 01.2 |
| Walla Walla | 10 | 00.5 | 1 | 00.3 | 5 | 01.5 |
| Centralia-Chehalis | 9 | 00.4 | 5 | 01.5 | 1 | 00.3 |
| Moses Lake | 3 | 00.1 | 7 | 02.1 | 5 | 01.5 |
| Bellingham | 7 | 00.3 | 3 | 00.9 | - | - |
| Washington, other | 120 | 05.8 | 63 | 18.8 | 85 | 25.2 |
| California | 190 | 09.1 | 7 | 02.1 | 5 | 01.5 |
| Oregon | 31 | 01.5 | 5 | 01.5 | 8 | 02.4 |
| Alaska | 34 | 01.6 | 3 | 00.9 | 3 | 00.9 |
| Idaho | 8 | 00.4 | 3 | 00.9 | 12 | 03.6 |
| Hawaii | 17 | 00.8 | 2 | 00.6 | 1 | 00.3 |
| U.S., other | 394 | 18.8 | 17 | 05.1 | 47 | 13.9 |
| B.C. | 13 | 00.6 | - | - | - | - |
| Canada, other | 7 | 00.3 | - | - | - | - |
| Foreign, other | 193 | 09.2 | 4 | 01.2 | 4 | 01.2 |

Because of the military clientele (see Table 6), the U of W has many respo
spondents from other states and foreign countries. Military personnel, after all, tend to reside out of state.

6. Occupation

The data in Table 6 present the occupations reported by the respondents. For comparative purposes, the data are presented in Bureau of Census categories. Note that teachers are included under "professional, technical, and kindred workers."

TABLE 6
OCCUPATION

| Profession | U of W | | Central | | Eastern | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| Professional, technical & kindred workers | 625 | 30.5 | 148 | 44.3 | 272 | 80.7 |
| Farmers & farm managers | 2 | 00.1 | 3 | 00.9 | - | - |
| Managers, officials, & proprietors, except farm | 65 | 03.2 | 5 | 01.5 | 3 | 00.9 |
| Clerical & kindred workers | 136 | 06.6 | 10 | 03.0 | 6 | 01.8 |
| Sales workers | 27 | 01.3 | 2 | 00.6 | - | - |
| Craftsmen, foremen, & kindred workers | 26 | 01.3 | 9 | 02.7 | - | - |
| Operatives & kindred workers | 24 | 01.2 | 5 | 01.5 | - | - |
| Private household workers | 2 | 00.1 | - | - | 1 | 00.3 |
| Housewife | 294 | 14.4 | 33 | 09.9 | 35 | 10.4 |
| Service workers, except private household | 34 | 01.7 | 6 | 01.8 | 1 | 00.3 |
| Farm laborers & foremen | 1 | 00.1 | - | - | - | - |
| Laborers, except farm & mine | 20 | 01.0 | 1 | 00.3 | - | - |
| Unemployed (incl. students) | 375 | 18.3 | 101 | 30.2 | 14 | 04.2 |
| No response | 14 | 00.7 | | | 2 | 00.6 |
| Unclassifiable | 20 | 01.0 | 6 | 01.8 | 2 | 00.6 |
| Military service | 380 | 18.6 | 5 | 01.5 | 1 | 00.3 |
| TOTAL | 2045 | | 334 | | 337 | |

Taken separately, roughly 300 of the 625 U of W respondents classified as "professional" were teachers (14.7 per cent of the total), at Central, 125 of the 148 were teachers (37.5 per cent), and 249 of the 272 at Eastern were teachers (74 per cent). In total, one of every four respondents was a teacher.

One may also note that nearly one-half of the "professional" category for the U of W was comprised of teachers. The figures for Central and Eastern were 84 per cent and 92 per cent, respectively.

The other major anomaly is the University's service to military personnel (USAFI). This may be because people unfamiliar with higher educational opportunities in a given area would tend to apply to a state university rather than a state college since state colleges tend to be more associated with teacher education.

## B. HISTORY OF EXPERIENCE WITH CORRESPONDENCE STUDY

### 1. Advancement

Table 7 presents the reactions students had to a question dealing with one possible factor motivating enrollment in a correspondence course: Do students take courses by correspondence for advancement in salary and/or position?

TABLE 7
ADVANCEMENT

| Correspondence Courses: | U of W | | Central | | Eastern | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Will definitely help | 460 | 23.2 | 127 | 43.3 | 97 | 56.4 | 684 | 27.9 |
| Probably will help | 346 | 17.4 | 61 | 20.8 | 35 | 20.3 | 442 | 18.1 |
| Sub-total, helpful | 806 | 40.6 | 188 | 64.1 | 132 | 76.7 | 1126 | 46.0 |
| Probably will not help | 441 | 22.2 | 45 | 15.4 | 19 | 11.1 | 505 | 20.6 |
| Definitely will not help | 736 | 37.0 | 60 | 20.5 | 21 | 12.2 | 817 | 33.4 |
| Sub-total,not helpful | 1177 | 59.2 | 105 | 35.9 | 40 | 23.3 | 1322 | 54.0 |

One again may note differences between institutions. Two of five U of W respondents indicated that the courses would aid them in advancing their salaries or positions in their present occupations. Nearly two-thirds of the Central respondents and three-quarters of the Eastern respondents felt the courses would be of assistance to them.

These results are due primarily to the different proportions of teachers in the three samples. In a great many instances, credits by correspondence or in residence leads to salary adjustments for teachers. This does not apply to housewives, military personnel, etc. One would predict, then, that in terms of possible advancement, students at Eastern are most motivated to conclude their courses. Those at the University, on the other hand, are most motivated for reasons other than advancement in their present occupations.

2. Enrollment History

Table 8 presents the enrollment histories of the respondents. The percentages total to more than 100 since they were calculated on the basis of total respondents rather than total responses. Respondents were encouraged to check all applicable categories.

It is of interest to note that approximately one-half of the U of W and Eastern's respondents had attended regular day sessions at the institutions from which they were taking correspondence courses. The proportion for Central was much higher.

A large proportion of respondents had taken regular courses at other four-year institutions. This finding again reflects the large proportions of teachers responding.

Finally, it should be noted that one student in eight at the U of W had taken correspondence courses at another four-year institution. At Central, this was true of one student in four and at Eastern for two of every five students.

TABLE 8
ENROLLMENT HISTORY

(% based on total number of respondents)*

| | U of W | | Central | | Eastern | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Regular-day session | 987 | 46.9 | 250 | 73.5 | 179 | 52.7 | 1416 | 50.8 |
| Evening class | 510 | 24.2 | 63 | 18.5 | 64 | 18.8 | 637 | 22.9 |
| Regular-day session at another 4-yr. inst. | 1058 | 50.3 | 148 | 43.5 | 243 | 71.5 | 1449 | 52.0 |
| Regular-day session at Community college | 553 | 26.3 | 149 | 43.8 | 57 | 16.8 | 759 | 27.3 |
| Evening classes at another university | 528 | 25.1 | 113 | 33.2 | 153 | 45.0 | 749 | 28.5 |
| Correspondence study at another 4-yr. institution | 263 | 12.5 | 66 | 19.4 | 138 | 40.6 | 467 | 16.8 |

*Total number of respondents

| | |
|---|---|
| U of W | 2105 |
| Central | 340 |
| Eastern | 340 |
| TOTAL | 2785 |

3. Current Enrollment

Table 9 presents data on whether students were also enrolled in other institutions while taking correspondence courses. As with Table 8, the percentages are based on the total numbers of respondents.

These data indicate that for the vast majority of students, their only current contact with an institution of higher learning is through the correspondence courses they are taking. Between 70 and 80 per cent of the respondents were not enrolled in four-year institutions or in community colleges. For these students, correspondence courses serve as a vehicle for continuing education and/or career advancement.

The role of correspondence courses in assisting students to pursue degrees will be discussed later. There is little doubt that some students do accumulate higher education credits through course work in correspondence. Whether this

is a "good" means of pursuing college level credit is, of course, dependent upon the individual's circumstances. There seems little doubt that some students cannot pursue their educations conveniently through any other mechanism, the soldier in a foreign country, for example. For the teacher, credits at a nearby community college have little utility. But it should also be noted that faculty members who teach by correspondence feel, on the whole, that this is not the best way to learn college level material (see IER-127-1).

TABLE 9
CURRENT ENROLLMENT

| | U of W | | Central | | Eastern | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Regular-day session | 317 | 15.1 | 79 | 23.2 | 11 | 03.2 | 407 | 14.6 |
| Evening classes | 43 | 02.0 | 1 | 00.3 | 10 | 02.9 | 54 | 01.9 |
| Regular-day session at another 4-yr instit. | 136 | 06.5 | 17 | 05.0 | 4 | 01.2 | 15 | 05.6 |
| Regular-day session at community college | 66 | 03.1 | 5 | 01.5 | 2 | 00.6 | 73 | 02.6 |
| Evening classes at another university | 108 | 05.1 | 9 | 02.7 | 32 | 09.4 | 149 | 05.4 |
| Correspondence study at another 4-yr. institution | 73 | 03.5 | 16 | 04.7 | 12 | 03.5 | 101 | 03.6 |
| Not enrolled except in this correspond-ence course | 1467 | 69.7 | 245 | 72.1 | 281 | 82.6 | 1993 | 71.2 |

4. Correspondence Credits Accumulated

Table 10 presents the number of credits students have completed through correspondence courses. The number of credits is given in quarter credits rather than semester hours.

TABLE 10
CREDITS ACCUMULATED THROUGH CORRESPONDENCE

| Credits | U of W | | Central | | Eastern | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| None | 1363 | 65.9 | 153 | 45.4 | 11 | 03.2 | 1527 | 55.7 |
| 1-20 | 602 | 29.1 | 171 | 50.7 | 257 | 75.8 | 1030 | 37.6 |
| 21-40 | 49 | 02.4 | 9 | 02.7 | 42 | 12.4 | 100 | 03.7 |
| 41-60 | 15 | 00.7 | 3 | 00.9 | 15 | 04.4 | 33 | 01.2 |
| 61-80 | 8 | 00.4 | - | - | 4 | 01.2 | 12 | 00.4 |
| 80+ | 30 | 01.5 | 1 | 00.3 | 10 | 03.0 | 4 | 01.5 |

These data indicate that U of W respondents tended to be novices in correspondence work. That is, two-thirds of the U of W respondents reported having accumulated no credits through correspondence at all. Respondents from Central were slightly more experienced while those from Eastern had had a much higher degree of experience with correspondence studies. Another fact revealed by these data is the degree to which students limit the number of credits they accumulate. This may, of course, be partially (perhaps primarily) the result of the institutions' restrictions on the total number of credits by correspondence applicable towards a degree. It might, however, have been highly revealing to have had finer discriminations at the lower extreme, e.g., 1-20 could have been broken into 1-5, 6-10, etc..

C. ENROLLMENT FACTORS

How important were the factors listed in questions 11-17 in affecting students' decisions to enroll in a correspondence course? Since viewing the various factors by institution is more instructive than viewing differences between institutions for single factors, we shall discuss the factors institution by institution.

1. University of Washington

Table 11 presents the responses of U of W students to items 11-17 of the questionnaire.

TABLE 11
IMPORTANCE OF FACTORS TO U of W STUDENTS

| Factors | Not at all important | | Of little importance | | Important | | Very important | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| General interest | 251 | 12.4 | 330 | 16.3 | 837 | 41.3 | 609 | 30.0 |
| Transfer credits | 443 | 22.1 | 172 | 08.6 | 405 | 20.2 | 984 | 49.1 |
| Unable to attend | 441 | 21.8 | 148 | 07.5 | 457 | 23.0 | 969 | 48.8 |
| Leeway | 698 | 35.4 | 467 | 23.7 | 504 | 25.5 | 304 | 15.4 |
| Instructional quality | 655 | 33.4 | 527 | 26.8 | 565 | 28.8 | 217 | 11.0 |
| Retraining or updating | 1119 | 56.5 | 315 | 15.9 | 287 | 14.5 | 261 | 13.2 |
| Teaching certificate | 1398 | 71.2 | 170 | 08.6 | 119 | 06.1 | 278 | 14.2 |

It is evident from these data that the very important factors may be hierarchically arranged as follows: (1) transfer credits and being unable to attend the day courses, (2) general interest, and (3) the other four factors which were equivalent in importance.

Hierarchically in terms of being important or very important, the factors may be grouped into three segments: (1) general interest, transfer credits, and being unable to attend the regular sessions, (2) leeway and quality of instruction, and (3) retraining or updating skills and earning credits for a teaching certificate.

For U of W students, then, the data indicate that it is the subject matter of what is being taught that is of primary importance.

2. Central Washington State College

Table 12 presents the distribution of endorsements of the factors by C.W.S.C. students.

TABLE 12
IMPORTANCE OF FACTORS TO C.W.S.C. STUDENTS

| Factors | Not at all important | | Of little importance | | Important | | Very Important | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| General interest | 37 | 11.5 | 65 | 20.1 | 154 | 47.7 | 67 | 20.7 |
| Transfer credits | 61 | 19.1 | 20 | 06.2 | 56 | 17.5 | 183 | 57.2 |
| Unable to attend | 63 | 19.6 | 24 | 07.5 | 66 | 20.6 | 168 | 52.3 |
| Leeway | 143 | 45.8 | 59 | 18.9 | 61 | 19.6 | 49 | 15.7 |
| Instructional quality | 97 | 31.2 | 83 | 26.7 | 95 | 30.6 | 36 | 11.6 |
| Retraining or updating | 142 | 44.0 | 44 | 13.6 | 65 | 20.1 | 72 | 22.3 |
| Teaching certificate | 97 | 30.1 | 25 | 07.8 | 62 | 19.2 | 138 | 42.9 |

For Central students, the hierarchy of very important factors was: (1) transfer credits and being unable to attend, (2) teaching certificate, (3) general interest and retraining or updating, and (4) leeway and instructional quality.

In terms of being either an important or a very important factor, the hierarchy was: (1) general interest, transfer credits, and inability to attend regular classes, (2) teaching certificate, (3) instructional quality and updating or retraining, and (4) leeway.

For Central students, then, the data indicate rough comparability with U of W students except for the importance of course work required for a teaching certificate.

### 3. Eastern Washington State College

Table 13 presents the distribution of E.W.S.C. students on the factors.

The hierarchy of the very important factors for students at E.W.S.C. was: (1) transfer credits and being unable to attend, (2) teaching certificate, (3) retraining or updating, (4) general interest, and (5) leeway and instructional quality.

TABLE 13

IMPORTANCE OF FACTORS TO E.W.S.C. STUDENTS

| Factors | Not at all important N | % | Of little importance N | % | Important N | % | Very Important N | % |
|---|---|---|---|---|---|---|---|---|
| General interest | 29 | 09.0 | 53 | 16.5 | 164 | 51.1 | 75 | 23.4 |
| Transfer credits | 55 | 18.2 | 11 | 03.6 | 47 | 15.6 | 189 | 62.6 |
| Unable to attend | 43 | 13.8 | 17 | 05.5 | 71 | 22.8 | 180 | 57.9 |
| Leeway | 131 | 44.6 | 54 | 18.4 | 67 | 22.8 | 42 | 14.3 |
| Instructional quality | 70 | 24.1 | 59 | 20.3 | 130 | 44.8 | 31 | 10.7 |
| Recruiting or updating | 104 | 33.4 | 33 | 10.6 | 77 | 24.8 | 97 | 31.2 |
| Teaching certificate | 71 | 22.9 | 26 | 08.4 | 61 | 19.7 | 152 | 49.0 |

In terms of being important or very important, the factors may be placed in the following hierarchical constellations: (1) transfer credits, inability to attend, and general interest, (2) teaching certificate, (3) instructional quality and retraining or updating, and (4) leeway.

4. Comparisons

Note that the leeway of being able to take one or two years to complete a course is not viewed as being very important by the students. Some faculty members, however, in the interviews stressed this as one of the major advantages of correspondence courses.

While U of W students attach little importance to being able to earn credits for teaching certificates, students from Central and Eastern view this as a major factor in enrolling for correspondence courses. This is not surprising or unexpected. It will be recalled that few U of W students were teachers while a substantial number of Central students and a great majority of Eastern's correspondees were teachers. Furthermore, while Central and Eastern have their relatively recent roots in being schools of education, the U of W did not have that emphasis.

If in addition to the current trend towards reduction in course offerings by correspondence one restricted further the number of correspondence credits allowable towards a degree, one could easily predict the demise of correspondence courses at the three institutions. This would, of course, be a critical blow

to many students who for reasons of their own can attend neither a college or university nor a community college and who must rely on correspondence courses as the best alternative to actual, in-person matriculation.

## D. RESIDENCY FACTORS

Section C discussed some of the major academically related factors influencing a student's decision to enroll in a correspondence course. This section explores some of the more personal reasons. Two editorial adjustments should be noted. First, for ease in referring to the actual item numbers, table numbers 14-17 have been omitted. Second, we have returned to the general format of presenting data for all three institutions simultaneously.

### 1. Full-time Day Attendance

Table 18 presents the distribution of responses to items 18 and 19 of the questionnaire. It should be noted that the question relates to full-time day attendance at a given institution only. That is, these data do not pertain to possible part-time enrollment. It will be recalled from the data in Table 9 that many students were already enrolled in regular-day sessions.

TABLE 18*

STUDENTS AND FULL-TIME DAY ATTENDANCE

| | U of W | | Central | | Eastern | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| Could attend full-time day | 408 | 19.7 | 99 | 29.4 | 18 | 05.4 |
| Could not attend full-time day | 1659 | 89.1 | 238 | 70.6 | 315 | 94.6 |
| Family responsibility | 571 | 34.4 | 103 | 43.3 | 133 | 42.2 |
| Full-time employment | 836 | 50.4 | 153 | 64.3 | 241 | 76.5 |
| Geographic location | 834 | 50.3 | 137 | 57.6 | 160 | 50.8 |
| Financial cost | 285 | 17.2 | 45 | 18.9 | 19 | 06.0 |
| Not working for degree | 66 | 04.0 | - | - | 8 | 02.5 |
| Military service | 426 | 25.7 | 13 | 05.5 | 1 | 00.3 |
| Don't need full-time | 268 | 16.2 | 44 | 18.5 | 107 | 34.0 |
| Other | 197 | 11.9 | 49 | 20.6 | 30 | 09.5 |

*This table includes items 18 and 19. Table numbers 14-17 omitted.

One can readily see that a fairly substantial proportion of Central's and the U of W's respondents could attend those institutions full-time during the day if they had to. The proportions so indicating were roughly comparable to the proportions indicating that they were already enrolled during the day in Table 9.

It should also be noted that a number of students who responded "no" to item 18 indicated that the reason they were unable to attend was that they were already regularly matriculated students at another four-year institution.

a. University of Washington

In terms of constellations of reasons arranged in an hierarchical order, the groupings for the U of W were: (1) full-time employment and geographical locations, (2) family responsibilities, (3) military service, (4) financial cost and not needing full-time enrollment, and (5) not working for a degree. It should also be noted that a number of students who checked military service also checked geographical location.

b. Central Washington State College

For students from C.W.S.C., the constellations were: (1) full-time employment, (2) geographic location, (3) family responsibilities, (4) financial cost, and no need for full-time attendance, and (5) military service.

c. Eastern Washington State College

For Eastern, the hierarchy was: (1) full-time employment, (2) geographic location, (3) family responsibility, (4) don't need to attend full-time, and (5) financial cost, not working for a degree, and military service.

d. Discussion

Note that students at all three institutions indicated the importance of full-time employment, geographic location, and family responsibility in determining their ability to attend an institution full-time. It

should also be noted that a number of the respondents who checked "full-time employment" and "don't need full-time attendance" were also teachers who had indicated that they were working for a teaching certificate.

Correspondence courses, then, serve as a vehicle by which students can continue their formal educations without the necessity of having to attend classes during the day or of having to commute long distances in order to attend classes at one of the state four-year institutions.

2. Community College Attendance

Table 20 presents the distribution of responses to items 20 and 21 of the questionnaire. (Note that table number 19 has been deleted.) This question again deals with full-time day attendance at a community college. While reference may be made to the data in Table 9 which indicates the degree to which students from the three institutions were already attending a community college, these proportions were very small and may be omitted for discussion purposes.

TABLE 20*

COMMUNITY COLLEGE ATTENDANCE

| | U of W | | Central | | Eastern | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| Could attend full-time day | 349 | 17.1 | 40 | 12.1 | 20 | 06.0 |
| Could not attend full-time day | 1693 | 82.8 | 290 | 87.9 | 314 | 94.0 |
| Family responsibility | 491 | 29.0 | 78 | 26.9 | 103 | 32.8 |
| Full-time employment | 788 | 46.5 | 129 | 44.5 | 227 | 72.3 |
| Geographic location | 341 | 20.1 | 44 | 15.2 | 47 | 15.0 |
| Financial cost | 163 | 09.6 | 21 | 07.2 | 12 | 03.8 |
| Not working for degree | 64 | 03.8 | 3 | 01.0 | 6 | 01.9 |
| Military service | 403 | 23.8 | 11 | 03.8 | 1 | 00.3 |
| Don't need full-time | 280 | 16.5 | 45 | 15.5 | 101 | 32.2 |
| Want credit from specific institution | 336 | 19.8 | 78 | 26.9 | 34 | 10.8 |
| Other | 381 | 22.5 | 112 | 38.6 | 50 | 15.9 |

*This table includes items 20 and 21. Table number 21 omitted.

a. University of Washington

As with the preceding table, a number of clusters can be identified for U of W students. Hierarchically, the clusters were: (1) full-time employment, (2) family responsibility, (3) geographic location, military service, the wish to obtain U of W credits, and the fact that the student did not feel he had to go to school full-time, (4) not working for a degree and the finanacial cost.

b. Central Washington State

The constellatons for Central were: (1) full-time employment, (2) family responsibility and the wish to obtain credits from Central, (3) geographic location and no need to go to school full-time, and (4) cost, not working for a degree, and military service.

c. Eastern Washington State College

For Eastern, the patterns were: (1) full-time employment, (2) family responsibility and no need to go full-time, (3) geographic location and the wish for credit from Eastern, and (4) financial cost, not working for a degree, and military service.

d. Discussion

Again, students at all three institutions noted the importance of full-time employment and family responsibilities in their decisions to take courses by correspondence. Another thread running through the data in both Table 18 and Table 20 was the fact that the student did not feel he had to attend school on a full-time basis to meet his educational goals. Geographic location was also a determining factor in choosing one institution over another. Why this factor should be operative is not easy to see at first blush. One would think that location of the institution would be an unimportant factor in determining which institution a student takes correspondence courses from, since contact is by mail.

Although the directors of correspondence divisions felt quite strongly that the "prestige" of the four-year institution had much to do with a student's decision to enroll, the data do not bear this out. There is little reason to believe, then, that the faculty recommendation (IER-127-1) to have the community colleges take over responsibility for lower division correspondence courses would result in serious enrollment difficulties if implemented. The major concern seems to be with teaching credentials and transfer credits. In this case, if provisions are made to accept lower division credits earned through correspondence course work from the community colleges, then there is little reason to believe that the decision would not be acceptable to the students.

E. COLLEGE DEGREE PLANS

Respondents were asked about their aspirations for college degrees. In view of the number of teachers surveyed, it is not surprising to find that substantial numbers of students had already earned college degrees. The data presented in Table 22 indicate that one-third of the U of W respondents, one-half of Central's respondents, and four-fifths of Eastern's respondents had already earned college degrees.

TABLE 22*
PLANS FOR COLLEGE DEGREE

| | U of W | | Central | | Eastern | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| Definitely will get degree | 967 | 46.5 | 144 | 42.6 | 35 | 10.4 |
| Probably will get degree | 234 | 11.2 | 20 | 05.9 | 17 | 05.0 |
| Undecided | 137 | 06.6 | 9 | 02.7 | 11 | 93.3 |
| Definitely won't get degree | 51 | 02.5 | 2 | 00.6 | 4 | 01.2 |
| Already have degree | 692 | 33.3 | 163 | 48.2 | 270 | 80.1 |

*Table number 21 omitted.

The variations in the proportions in Table 22 are not very meaningful because of the large proportions indicating that college degrees had already been earned. If one deletes from consideration those who already had degrees, only

the results for the U of W and Central may be compared (Eastern had too few who had not earned degrees to insure stable percentages).

Of those who had not earned college degrees, 70 per cent of the U of W respondents and 80 per cent of Central's reported that they definitely planned on getting college degrees. Very few (less than 5 per cent) indicated that they definitely were not planning on college degrees.

F. FUTURE CORRESPONDENCE COURSE

Students were asked whether they thought they would enroll for more correspondence course in the future. The results exhibited in Table 23 indicate that the bulk of the respondents were uncommitted. An equivalent proportion indicated that they would definitely enroll or would definitely not enroll (roughly one student in six).

TABLE 23
FUTURE CORRESPONDENCE COURSE PLANS

| | U of W | | Central | | Eastern | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| Definitely will enroll | 412 | 19.8 | 53 | 15.6 | 41 | 12.1 |
| Probably will enroll | 514 | 24.7 | 80 | 23.6 | 88 | 26.0 |
| Definitely will not enroll | 326 | 15.6 | 58 | 17.1 | 51 | 15.0 |
| Don't know | 830 | 39.8 | 148 | 43.7 | 158 | 46.6 |

These results confirm the findings reported in Table 10A: The bulk of correspondence enrollees earn very few credits by correspondence. The result is probably a reflection of at least three factors: (1) limited objectives, e.g teaching certificates or particular subject areas, (2) limitations on the number of correspondence credits applicable towards a baccalaureate degree, and (3) student disatisfaction with or loss of motivation towards correspondence courses--this is attested to by the low completion rate among correspondence enrollees.

The next report will deal with the content analysis for items 24-47 and 65 of the questionnaire, and will contain additional objective data. Of particular relevance to the data presented in Tables 10 and 23 will be the content analysis of items 25, 26, and 64.

It should also be noted that questions 25, 26, and 64 were included in the telephone follow-up of non-respondents who indicated that they would not be completing their courses. These results will be reported in the discussion sections for those items.

G. EXPERIENCE WITH CORRESPONDENCE STUDIES

(Please note that table numbers 24-57 have been omitted as have items 24-47. There were no items 48-57.) Items 58-62 have been incorporated in Table 58. Note that scale value "1" is the negative extreme, "3" is neutral, and "5" is the positive pole. The polar phrases are given in the second column, "scale".

Generally, there were no significant differences between institutions. The major negative aspects of study by correspondence were the impersonal nature of the association between instructor and student and the lack of motivating factors. The latter, of course, has ties with the former. That is, to the extent that student-faculty contact provides motivation to students, the impersonal, non-contact aspect of studying by correspondence reduces the opportunity of the faculty member's motivating the student.

It is difficult to determine from these results why so many students fail to complete their courses. The results indicate that correspondence courses are rewarding, somewhat superior educationally, and beneficial to the student. In addition, many feel their experiences have been motivating. If correspondence

TABLE 58

RATINGS OF EXPERIENCES WITH CORRESPONDENCE STUDY

| Item | Scale | Institution | 1 | | 2 | | 3 | | 4 | | 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | N | % | N | % | N | % | N | % | N | % |
| 58 | not rewarding-- rewarding | U of W | 244 | 12.8 | 180 | 09.4 | 450 | 23.5 | 558 | 29.2 | 482 | 25.2 |
| | | *Central* | *37* | *12.4* | *34* | *11.3* | *82* | *27.2* | *96* | *31.2* | *54* | *17.9* |
| | | Eastern | 28 | 10.4 | 14 | 05.2 | 51 | 18.9 | 91 | 33.7 | 86 | 31.9 |
| 59 | inferior educationally superior educationally | U of W | 104 | 05.5 | 166 | 08.8 | 719 | 38.0 | 598 | 31.6 | 303 | 16.0 |
| | | *Central* | *20* | *06.7* | *37* | *12.4* | *127* | *42.5* | *77* | *25.8* | *38* | *12.7* |
| | | Eastern | 15 | 05.7 | 21 | 08.0 | 99 | 37.8 | 85 | 32.4 | 42 | 16.0 |
| 60 | impersonal association personal association | U of W | 529 | 28.1 | 428 | 22.7 | 638 | 33.9 | 212 | 11.3 | 76 | 04.0 |
| | | *Central* | *83* | *27.5* | *68* | *22.5* | *100* | *33.1* | *35* | *11.6* | *16* | *05.3* |
| | | Eastern | 68 | 25.7 | 57 | 21.5 | 93 | 35.1 | 29 | 10.9 | 18 | 06.8 |
| 61 | not beneficial-- beneficial | U of W | 147 | 07.7 | 185 | 09.7 | 449 | 23.5 | 650 | 33.9 | 482 | 25.2 |
| | | *Central* | *15* | *05.0* | *40* | *13.3* | *90* | *29.9* | *100* | *33.2* | *56* | *18.6* |
| | | Eastern | 19 | 07.2 | 20 | 07.6 | 48 | 18.1 | 107 | 40.4 | 71 | 26.8 |
| 62 | unmotivating-- highly motivating | U of W | 318 | 16.7 | 290 | 15.2 | 586 | 30.8 | 468 | 24.6 | 244 | 12.8 |
| | | *Central* | *54* | *17.8* | *47* | *15.5* | *94* | *31.0* | *73* | *24.1* | *35* | *11.6* |
| | | Eastern | 37 | 14.3 | 35 | 13.6 | 64 | 24.8 | 75 | 29.1 | 47 | 18.2 |

courses are that good, why don't more students complete their courses?

H. MOST LIKED CORRESPONDENCE FEATURES

Table 63 presents the distribution of responses to the choices students liked best. The "weighted ranking" was arrived at by assigning a weight of 5 for the first choice, 3 for the second, and 1 for the third. The number of endorsements were then multiplied by the weight and the total of the products divided by the total number of possible respondents. The "% endorsing" was the result of summing the endorsees and dividing by the total number of possible respondents.

The only major differences in the rankings appear for two items. Having two years to complete courses was much more important to U of W students than to students at Central and Eastern. If one deletes the responses of military personnel, however, the weighted ranking would be "6" for the U of W and Central and "7" for Eastern. Statistically, these rankings do not differ from one another nor do they differ from the "6" and "7" rankings for "retraining and updating."

The second item which had disparate rankings dealt with teaching certificates. It is not at all surprising that there were differences here. It will be recalled that a sizable proportion of Eastern's, a slightly lesser proportion of Central's, and a relatively small proportion of the U of W's students were teachers.

Closer scrutiny of results, then, indicates that there are two real differences between institutions. The weighted ranking allows the identification of the following statistical constellations (statistical constellations are comprised of items which do not differ from one another but each constellation differs from each other): (1) no class attendance and earning credits without disruptions to family or job, (2) individual initiative in learning and work towards teaching certificates, (3) two years to complete, stimulation, and retraining or updating.

TABLE 63*

MOST LIKED CORRESPONDENCE COURSE FEATURES

| Feature | Institution | Ranking 1 N | 1 % | 2 N | 2 % | 3 N | 3 % | Weighted Ranking | % Endorsing |
|---|---|---|---|---|---|---|---|---|---|
| Individual initiative in learning | U of W | 308 | 16.0 | 315 | 16.6 | 283 | 15.5 | 3 | 43.1 |
| | *Central* | *41* | *13.1* | *30* | *09.7* | *33* | *11.0* | *4* | *30.6* |
| | Eastern | 28 | 09.5 | 31 | 10.7 | 42 | 15.1 | 4 | 29.7 |
| No class attendance | U of W | 421 | 21.9 | 508 | 26.8 | 305 | 16.7 | 1 | 58.8 |
| | *Central* | *58* | *18.5* | *70* | *22.6* | *75* | *25.1* | *2* | *59.7* |
| | Eastern | 83 | 28.2 | 66 | 22.7 | 49 | 17.6 | 2 | 58.2 |
| Two years to complete | U of W | 135 | 07.0 | 288 | 15.2 | 440 | 24.1 | 4 | 41.1 |
| | *Central* | *8* | *02.6* | *29* | *09.4* | *54* | *18.1* | *5* | *26.8* |
| | Eastern | 5 | 01.7 | 14 | 04.8 | 24 | 08.6 | 7 | 12.6 |
| Earn credits w/o disruption of family & job | U of W | 490 | 25.4 | 342 | 18.0 | 279 | 15.3 | 2 | 52.9 |
| | *Central* | *88* | *28.0* | *99* | *31.9* | *30* | *10.0* | *1* | *63.8* |
| | Eastern | 101 | 34.4 | 89 | 30.6 | 39 | 14.0 | 1 | 67.4 |
| Stimulation | U of W | 204 | 10.6 | 210 | 11.1 | 234 | 12.8 | 5 | 30.9 |
| | *Central* | *9* | *02.9* | *17* | *05.5* | *32* | *10.7* | *7* | *17.1* |
| | Eastern | 13 | 04.4 | 21 | 07.2 | 35 | 12.5 | 5 | 20.3 |
| Teaching certificate | U of W | 109 | 05.7 | 90 | 04.8 | 89 | 04.9 | 6 | 13.7 |
| | *Central* | *75* | *23.9* | *48* | *15.5* | *37* | *12.4* | *3* | *47.1* |
| | Eastern | 50 | 17.0 | 38 | 13.1 | 47 | 16.9 | 3 | 39.7 |
| Retra[illegible] or updating | U of W | 83 | 04.3 | 90 | 04.8 | 116 | 06.4 | 7 | 13.8 |
| | *Central* | *15* | *04.8* | *14* | *04.5* | *26* | *08.7* | *6* | *16.2* |
| | Eastern | 7 | 02.4 | 25 | 08.6 | 33 | 11.8 | 6 | 19.1 |
| Other | U of W | 175 | 09.1 | 53 | 02.8 | 78 | 04.3 | - | - |
| | *Central* | *20* | *06.4* | *1* | *00.3* | *12* | *04.0* | - | - |
| | Eastern | 7 | 02.4 | 7 | 02.4 | 10 | 03.6 | - | - |

*Table numbers 59-62 omitted

It is evident from these results and from the results reported in preceding tables which displayed the results of similar questions asked in slightly different ways that the most salient feature of correspondence courses for students is the fact that they can earn college credit without disruption to family or job. That this factor is not sufficient to motivate students to complete a substantial number of credits by correspondence study is attested to by the fact that few students complete more than one to three correspondence courses. The latter may, of course, be a reflection of ceilings placed on the number of correspondence credits applicable towards a degree at four-year institutions.

## I. LEAST LIKED CORRESPONDENCE FEATURES

Table 64 displays the response distributions to those things students least liked about studying by correspondence.

As with those things students liked best, these results indicate a great deal of consonance between the ratings made by students from the three institutions. The major disparities were two items where students from Eastern had very different rankings from students at the U of W and Central. While respondents from the U of W and Central disliked the fact that studying by correspondence results in low motivation, students at Eastern did not feel that way. Students from Eastern also felt that there was insufficient feedback while U of W and Central did not feel as strongly on this point.

There is little doubt that the two items are correlated. More detailed and faster feedback on lessons generally results in higher motivation. It may also be that students at Eastern do in fact receive less feedback and/or that the time interval between the submission and return of lessons is too long.

Faculty members in an earlier study (IER-127-1) felt that lack of student-faculty contact was a detrimental feature of correspondence studies. Students

TABLE 64

LEAST LIKED CORRESPONDENCE COURSE FEATURES

| Feature | Institution | Ranking 1 N | 1 % | 2 N | 2 % | 3 N | 3 % | Weighted Ranking | % Endorsing |
|---|---|---|---|---|---|---|---|---|---|
| No instructor contact | U of W | 473 | 25.1 | 393 | 22.4 | 279 | 17.6 | 1 | 54.5 |
| | *Central* | *88* | *28.3* | *62* | *21.1* | *37* | *13.9* | *1* | *55.0* |
| | Eastern | 89 | 29.7 | 69 | 25.7 | 37 | 15.4 | 1 | 56.5 |
| No institutional contact | U of W | 43 | 02.3 | 115 | 06.5 | 155 | 09.8 | 6 | 14.9 |
| | *Central* | *6* | *01.9* | *18* | *06.1* | *23* | *08.6* | *6* | *13.8* |
| | Eastern | 3 | 01.0 | 6 | 02.2 | 23 | 09.6 | 7 | 09.4 |
| Text & materials | U of W | 181 | 09.6 | 122 | 06.9 | 127 | 08.0 | 5 | 20.5 |
| | *Central* | *35* | *11.3* | *22* | *07.5* | *27* | *10.1* | *5* | *24.7* |
| | Eastern | 26 | 09.0 | 15 | 05.6 | 20 | 08.3 | 4 | 17.9 |
| Mailing | U of W | 35 | 01.9 | 57 | 03.2 | 70 | 04.4 | 8 | 07.7 |
| | *Central* | *6* | *01.9* | *14* | *04.8* | *19* | *17.1* | *7* | *11.5* |
| | Eastern | 7 | 02.4 | 6 | 02.2 | 15 | 06.3 | 8 | 08.2 |
| Insufficient feedback | U of W | 170 | 09.0 | 188 | 10.7 | 145 | 09.2 | 4 | 24.0 |
| | *Central* | *32* | *10.3* | *48* | *16.3* | *33* | *12.4* | *4* | *33.2* |
| | Eastern | 76 | 26.2 | 62 | 23.1 | 37 | 15.4 | 2 | 51.5 |
| No feeling of personal reward | U of W | 36 | 01.9 | 94 | 05.3 | 94 | 05.9 | 7 | 10.7 |
| | *Central* | *3* | *01.0* | *15* | *05.1* | *21* | *07.9* | *8* | *11.5* |
| | Eastern | 8 | 02.8 | 13 | 04.8 | 20 | 08.3 | 6 | 12.1 |
| No classroom atmosphere & discussion | U of W | 399 | 21.2 | 422 | 24.0 | 292 | 18.4 | 2 | 53.0 |
| | *Central* | *58* | *18.7* | *56* | *19.1* | *42* | *15.7* | *2* | *45.9* |
| | Eastern | 49 | 16.9 | 65 | 24.5 | 48 | 20.0 | 3 | 47.9 |
| Low motivation to complete lessons | U of W | 400 | 21.2 | 336 | 19.1 | 351 | 22.1 | 3 | 51.8 |
| | *Central* | *57* | *18.3* | *49* | *16.7* | *50* | *18.7* | *3* | *45.9* |
| | Eastern | 14 | 04.8 | 19 | 07.1 | 29 | 12.1 | 5 | 18.2 |
| Other | U of W | 149 | 07.9 | 35 | 02.0 | 73 | 04.6 | - | - |
| | *Central* | *26* | *08.4* | *9* | *03.1* | *15* | *05.6* | - | - |
| | Eastern | 21 | 07.2 | 13 | 04.8 | 11 | 04.6 | - | - |

also indicated the lack of contact with faculty members as a negative factor in correspondence courses. It will be recalled that IER-127-1 contained the recommendation that "it would be desirable to have the opportunity for better communication with students for instructional and motivational purposes" (p.3). Correspondence-visitation courses, encouragement of cooperation and interaction between students enrolled in the same course and near one another, and conference calls were also suggested in IER-127. It is felt that these steps would encourage students by providing interaction with faculty members and/or other students.

A reduction in the feelings of lack of contact with the instructors could lead to a reduction in the feeling that the classroom atmosphere is missing. This in turn can lead to increased motivation. For example, were visitations and/or conference calls instituted, a more personal feeling of faculty-student interaction would be the product resulting from seeing the instructor in the former and hearing the instructor in the latter. Furthermore, such a procedure almost forces the instructor to respond to the student's questions immediately. Such procedures would also lead to student-student interaction. Both the student-instructor and student-student interaction lead almost inevitably to increased student motivation. Increased motivation should then lead to quicker completion of assignments.

In general, the following clusters may be identified: (1) lack of instructor contact, lack of classroom atmosphere, and low motivation, (2) dislike of text and assigned materials and insufficient feedback, and (3) lack of contact with the institution, mailing, and lack of feelings of personal reward.

While there were statistical differences between constellations, the differences between constellations (1) and (2) were much more pronounced than between (2) and (3). This finding could be interpreted to mean that the drawbacks in (1) were much more salient to the respondents than those represented in (2) and (3).

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APPENDIX A

UNIVERSITY OF WASHINGTON

Division of Correspondence Study

Summer, 1969

The Division of Correspondence Study at the University of Washington, Central Washington State College, and at Eastern Washington State College are continuing a comprehensive look at correspondence study with the aim of improving the process, services, and teaching techniques of correspondence studies. The University of Washington's Office of Institutional Educational Research has been asked to conduct the investigations on a state-wide basis.

The Office of Institutional Educational Research has just recently finished an investigation of faculty attitudes about correspondence studies in terms of its present and its future. The present phase is to assess students' attitudes and ideas.

Please answer the enclosed questionnaire as honestly and thoughtfully as you can and return it to the Office of Institutional Educational Research in the enclosed envelope. The questionnaires will be coded and machine processed by the Office. Your written comments will also be carefully analyzed.

The information contained in the individual questionnaires will be kept entirely confidential. You will notice that at the bottom of this page you are asked to give your name. This is requested so we can send reminder letters to those who do not respond, so that the high rate of return required for a valid study can be insured. Your name will immediately be torn off the questionnaire as soon as it is received. The Divisions of Correspondence Study at the participating institutions will receive only statistical summaries of the questionnaire.

We encourage you to make additional comments, for comments often reveal unanticipated information and add interest to the statistical parts of any survey.

Thank you for your cooperation.

Sincerely yours,

Dr. Richard F. Wilkie, Director
Division of Correspondence Study

Name (please print):_____
(Last) (First) (Initial)

STUDENT QUESTIONNAIRE

Correspondence Study

1. Age: _____

2. Sex: Male _____ Female _____

3. Circle the last year of education completed:
   12 13 14 15 16 17 or more

4. Marital Status: Single ___; Married ___; Divorced ___; Widowed ___; Separated ___

5. Where are you presently residing? _____
   (City) (State) (Country)

6. What is your present occupation? (Be specific) _____

7. Will the correspondence course(s) in which you are presently enrolled aid you in advancing your salary or position in this occupation? (Check one)

   _____(a) Definitely will help
   _____(b) Probably will help
   _____(c) Probably will not help
   _____(d) Definitely will not help

8. Have you ever been enrolled in: (Check those that apply)

   _____(a) Regular-day session (CWSC)
   _____(b) Evening classes (CWSC)
   _____(c) Regular-day session at another four-year institution
   _____(d) Regular-day session at a junior or community college
   _____(e) Evening classes at another college
   _____(f) Correspondence study at another four-year institution

9. Are you now enrolled in: (Check those that apply)

   _____(a) Regular-day session (CWSC)
   _____(b) Evening classes (CWSC)
   _____(c) Regular-day session at another four-year institution
   _____(d) Regular-day session at a junior or community college
   _____(e) Evening classes at another college
   _____(f) Correspondence study at another four-year institution

10. How many credits of <u>correspondence</u> course work have you completed at the Central Washington State or at any other four-year college or university? (Circle reply)

| | | | | | | |
|---|---|---|---|---|---|---|
| Quarter credit hours | None | 1-20 | 21-40 | 41-60 | 61-80 | 81+ |
| Semester hours | None | 1-13 | 14-27 | 28-40 | 41-53 | 54+ |

How <u>important</u> were each of the following factors in <u>your</u> decision to enroll for correspondence study? (Circle one number on the scale below for each item.)

| | Not at all important | Of little importance | Important | Very Important |
|---|---|---|---|---|
| 11. General interest in particular course material . . . . . | 1 | 2 | 3 | 4 |
| 12. Attain transferable college credit toward a degree . . . . . | 1 | 2 | 3 | 4 |
| 13. Unable to attend regular-day courses . . | 1 | 2 | 3 | 4 |
| 14. Lee way of a one- or two-year time limit for completion of course work . . . . . | 1 | 2 | 3 | 4 |
| 15. Quality of instruction in correspondence study . . . . . | 1 | 2 | 3 | 4 |
| 16. Course work needed for retraining or updating knowledge in my occupation . . | 1 | 2 | 3 | 4 |
| 17. Availability of course work required for teaching certificate . . . . . | 1 | 2 | 3 | 4 |

18. Would you presently be able to attend the Central Washington State College as a full-time day student?

_____ Yes _____ No

19. If you answered <u>No</u> to Question 18, check those items below which make you unable to attend the Central Washington State College on a full-time basis.

_____(a) Family responsibilities
_____(b) Full-time employment
_____(c) Geographic location
_____(d) Financial cost of enrollemtn
_____(e) No intention of obtaining a college degree
_____(f) Military service
_____(g) Full-time course work not needed
_____(h) Other (Please specify) _____

20. Would you presently be able to attend a community college as a full-time day student?

_____ Yes _____ No

21. If you answered No to Question 20, check those items below which make you unable to attend a community college on a full-time basis.

_____(a) Family responsibilities
_____(b) Full-time employment
_____(c) Geographic location
_____(d) Financial cost of enrollment
_____(e) No intention of obtaining a college degree
_____(f) Military service
_____(g) Full-time course work not needed
_____(h) Would rather have credit from Central Washington State College
_____(i) Other (Please specify) _____

_____

22. Do you plan to obtain a college degree? (Check one)

_____(a) Definitely
_____(b) Probably
_____(c) Undecided
_____(d) Definitely not
_____(e) Already have a college degree

23. Do you intend to enroll for more correspondence courses in the future? (Check one)

_____(a) Definitely
_____(b) Probably
_____(c) Definitely not
_____(d) Don't know

24. What courses, if any, would you like to have offered for correspondence study?

(a) _____

(b) _____

(c) _____

25. We are interested in finding out why some students complete fewer than five lessons. Can you think of some reasons why students do not complete many lessons? (Use space below for comments.)

_____

_____

_____

_____

_____

_____

26. We are also interested in discovering why some students complete all of their lessons and do not take the final examination. Could you speculate on the reasons if any? (Use the space below for comments.)

_____

_____

_____

_____

_____

_____

27. Some faculty members have suggested that correspondence courses might be improved by innovations such as recorded lectures, slides, telephone conference calls, and the like. Can you think of any innovations which might add to student interest in correspondence courses? (Use space below for comments.)

_____

_____

_____

_____

_____

_____

_____

Note: Many of the items in the remainder of the questionnaire are scaled from 1 to 5. The scales are "polar" in nature, i.e., they range from one extreme, e.g., not at all interesting, to another, e.g., very interesting. The numbers 1 and 5 represent the two extremes, 2 and 4 indicate opinions that are not as extreme, and 3 represents the mid-point, that is, 3 indicates that your attitude towards the item is neutral. You are being asked to circle one of the numbers on each scale for each item. Please DO NOT circle more than one number on any item.

On the next two pages (5 and 6), you are asked to give your personal opinions about the correspondence course(s) in which you are PRESENTLY enrolled.

If you are enrolled in one course only, complete page 5 and go on to page 7.

If you are enrolled in more than one course, complete all questions (pages 5 and 6) for each course separately. Then go on to page 7.

COURSE 1

28. Approximate registration date: _____ (Month) _____ (Year)

29. Course title and number: _____

30. Course instructor: (Please print) _____

31. Number of assignments you have completed: _____

For course 1 ONLY, do you feel that the course assignments:

(Circle one of the numbers on each scale for each item.)

| | | | |
|---|---|---|---|
| 32. | Are not at all interesting | : 1 : 2 : 3 : 4 : 5 : | Are very interesting |
| 33. | Are not at all stimulating | : 1 : 2 : 3 : 4 : 5 : | Are very stimulating |
| 34. | Do not provide a clear understanding of the subject matter | : 1 : 2 : 3 : 4 : 5 : | Do provide a clear understanding of the subject matter |

For course 1 ONLY, do you feel that your instructor:

(Circle one of the numbers on each scale for each item.)

| | | | |
|---|---|---|---|
| 35. | Takes too long to evaluate and return the assignments | : 1 : 2 : 3 : 4 : 5 : | Returns assignments quickly |
| 36. | Does not make clear and helpful comments | : 1 : 2 : 3 : 4 : 5 : | Makes clear and helpful comments |
| 37. | Does not show interest in my progress | : 1 : 2 : 3 : 4 : 5 : | Shows much interest in my progress |

## COURSE 2

If you are enrolled in only two courses, then complete this page and go on to page 7.

38. Approximate registration date: _____ (Month) _____ (Year)

39. Course title and number: _____

40. Course instructor: (Please print) _____

41. Number of assignments you have completed: _____

For course 2 ONLY, do you feel that the course assignments:

(Circle one of the numbers on each scale for each item.)

| | | | |
|---|---|---|---|
| 42. | Are not at all interesting | : 1 : 2 : 3 : 4 : 5 : | Are very interesting |
| 43. | Are not at all stimulating | : 1 : 2 : 3 : 4 : 5 : | Are very stimulating |
| 44. | Do not provide a clear understanding of the subject matter | : 1 : 2 : 3 : 4 : 5 : | Do provide a clear understanding of the subject matter |

For course 2 ONLY, do you feel that your instructor:

(Circle one of the numbers on each scale for each item.)

| | | | |
|---|---|---|---|
| 45. | Takes too long to evaluate and return the assignments | : 1 : 2 : 3 : 4 : 5 : | Returns assignments quickly |
| 46. | Does not make clear and helpful comments | : 1 : 2 : 3 : 4 : 5 : | Makes clear and helpful comments |
| 47. | Does not show interest in my progress | : 1 : 2 : 3 : 4 : 5 : | Shows much interest in my progress |

The following items ask you to describe your over-all personal and academic experience in correspondence study at Central Washington State College. (Circle one of the numbers on each scale for each item.)

| | | | |
|---|---|---|---|
| 58. | Personally not rewarding | : 1 : 2 : 3 : 4 : 5 : | Personally rewarding |
| 59. | Inferior educationally | : 1 : 2 : 3 : 4 : 5 : | Superior educationally |
| 60. | Impersonal association with the College | : 1 : 2 : 3 : 4 : 5 : | Personal association with the College |
| 61. | Not a beneficial learning experience | : 1 : 2 : 3 : 4 : 5 : | Very beneficial learning experience |
| 62. | Unmotivating experience | : 1 : 2 : 3 : 4 : 5 : | Highly motivating experience |

63. From the following list, select the three items which you <u>like most</u> about your own experience in correspondence studies at Central Washington State College. Place the code letter of the item you <u>like most</u> on the line opposite No. 1, the second most liked opposite No. 2, the third most liked opposite No. 3.

(a) Chance for individual initiative in the learning process. 1. _____

(b) Convenience of not having to attend regular classes. 2. _____

(c) Two-year time period in which to complete the course. 3. _____

(d) Being able to earn college credit without disruption of family and job responsibilities.

(e) Ability to keep one's mind stimulated in courses of general interest.

(f) Able to work toward a teaching certificate.

(g) Opportunity for job retraining or updating of occupational skills.

(h) Other (specify) _____

_____

_____

64. From the following list, select the three items which you dislike most about your own experience in correspondence studies at Central Washington State College. Put the code letter of the item you dislike most on the line opposite No. 1, the second most disliked opposite No. 2, and the third most disliked opposite No. 3.

(a) Lack of contact with your instructor. 1. _____

(b) Lack of contact with the CWSC. 2. _____

(c) Course text and assigned materials. 3. _____

(d) Having to send in and receive course assignments by mail.

(e) Insufficient feedback or comments by instructors on your performance.

(f) No feeling or personal reward upon completing an assignment.

(g) Lack of classroom atmosphere and discussion.

(h) Low motivation to complete course assignments quickly.

(i) Other (please specify) _____

_____

_____

65. Additional comments.

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